



Facets

F O R W O M E N

SEPTEMBER 2006

LEADING LADY

**Margaret Sloss to be
honored for breaking a
barrier for women at Iowa
State veterinary college**

School days

**Ames
administrators
gearing up for
a great year**

Balance

**Women in
science at ISU
try to find
time for work
and family**



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NOTES

from the newsroom

By Heidi Marttila-Losure

Most of us have a teacher whose guidance is still felt in our lives today, and Tribune staff members are no exception. Before you delve into this issue dedicated to education, read on for staff members' memories of teachers who made an impression on them. Hope you enjoy their stories!

— Heidi Marttila-Losure, *Facets* editor

In middle school, I was in the talented and gifted program, which meant I skipped reading class in sixth grade in lieu of my TAG class. But for whatever reason (likely because I was escaping her grasp), the reading teacher took an interest in me. We frequently talked after school, and I was always sent home with a book in my hand that she thought I'd enjoy. She even gave me a ride home on a few occasions when the weather was bad and I was hoofing it. Although I was never actually a student of hers, she became one of my favorite teachers from middle school and someone I knew I could trust, talk to and learn from. Although it still took years for me to gain a serious interest in reading for pleasure, I doubt I would have become the reader I am today (even going on to earn a minor in English) if not for her.

— Christopher Weishaar, *staff writer*

Sometime in fifth grade I discovered a bizarre sense of humor and felt compelled to share it with my classmates ... during class. Our teacher repeatedly banished me to the hallway for what she called "smart-aleck" behavior.

Midway through sixth grade, my family moved across the state. When my new teacher, Mr. Westra, gave a writing assignment, I decided to test his tolerance for "smart aleck" and gave my paper a good dose of it.

When Mr. Westra called me to his desk and I saw my paper lying before him, I braced myself for a lecture. Instead, he complimented my writing, explaining that he appreciated my sense of humor and, in particular, my use of puns. He gave me some pointers and encouraged me to continue to write creatively.

Then he asked if I would read the paper aloud to my classmates. They responded with laughter and a new sense of acceptance for the new kid.

What one teacher had scorned as "smart aleck," Mr. Westra encouraged as creativity.

Dwayne Westra helped me channel that bizarre sense of humor into creative expression and introduced me to the joy of writing. Nearly 50 years later, I remain grateful.

— Arvid Huisman, *advertising director*

I had two incredible strokes of luck as a high school English student. First, I encountered a fantastic teacher. Second, because of an experiment in our school, she taught me throughout high school.

Jane Kutza had a passion for English, especially the spoken word. Instead of telling us to read Edward Albee, Jerome Lawrence and Arthur Miller, she assigned us to read — aloud and in class — major roles for "Who's Afraid of Virginia Woolf," "Inherit The Wind" and "Death of a Salesman."

She melded us into a single, tightly knit group instead of disparate, neurotic teenagers.

My love for writing and reading comes largely from her.

— Bob Zientara, *staff writer*

I don't remember her name. It was the first grade, and she was our art teacher. We were to draw jungle animals for our art lesson that day. We were using crayons. I was going to draw an elephant, but there were no gray crayons

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Facet > 1. One of the flat surfaces cut on a gemstone.

2. The particular angle from which something is considered.

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left, so I used pink.

"That's not what color elephants are!" she told me, crumpling up my drawing. "Now draw something else."

There was a remnant of a black crayon. So I picked it up, used my teacher as inspiration and drew a gorilla.

My sketchbook now always stays open and waiting for people who wrong me in one way or another.

— Carmen Cerra, cartoonist

My fifth-grade experience was defined by the relentless pursuit of golden pencils. Those golden gems weren't easy to come by; our teacher doled them out only when an essay was particularly outstanding. They lived in a cup on our

teacher's desk, and we all knew there was a limited supply. Their scarcity made them even more valuable; it seemed like they could inspire magic onto a piece of paper in the form of words.

The legendary golden pencils made writing the hallmark of my fifth-grade year and the rest of my life.

My seven golden pencils still hold value for me. They live out their lives — which have been drawn out by my unwillingness to sharpen them or use their erasers — in a cup of inferior pencils. They stand witness to my years of writing and promise to prolong those years as long as I never stop working toward another golden pencil.

— Sarah Raaii, staff writer

FACETS CALENDAR

AUGUST

26 American Cancer Society 5K For Life of Story County, 8 a.m. at Brookside Park in Ames. This run/walk activity mobilizes people to celebrate survivorship, remember those who lost their lives to cancer and raise money for the fight against cancer. Day-of-event registration is \$25. For more information, contact Phyllis Craig at (515) 727-0067 or phyllis.craig@cancer.org.

26 Iowa Women's Hall of Fame Awards, 10:30 a.m. at the State Historical Building, 600 E. Locust St., Des Moines. The late Margaret Sloss is among the women being inducted by the Iowa Commission on the Status of Women.

SEPTEMBER

8 Go Red for Women Day, 9 a.m. at The Hotel at Gateway Center. A silent auction will be from 9:30 a.m. to 2 p.m.; a luncheon and speakers will be at noon. Tickets are \$25 with all proceeds going to the American Heart Association's cardiovascular research and education for women. For more information, call Joanie Tedesco at 232-7088 or Phyllis Crouse at 233-8738.

19 A lecture on "Book Lusting: The Pleasures and Perils of a Life of Reading" by Nancy Pearl, 8 p.m. in the Sun Room of the Memorial Union at Iowa State University. Pearl is an author and a commentator on NPR's "Morning Edition."

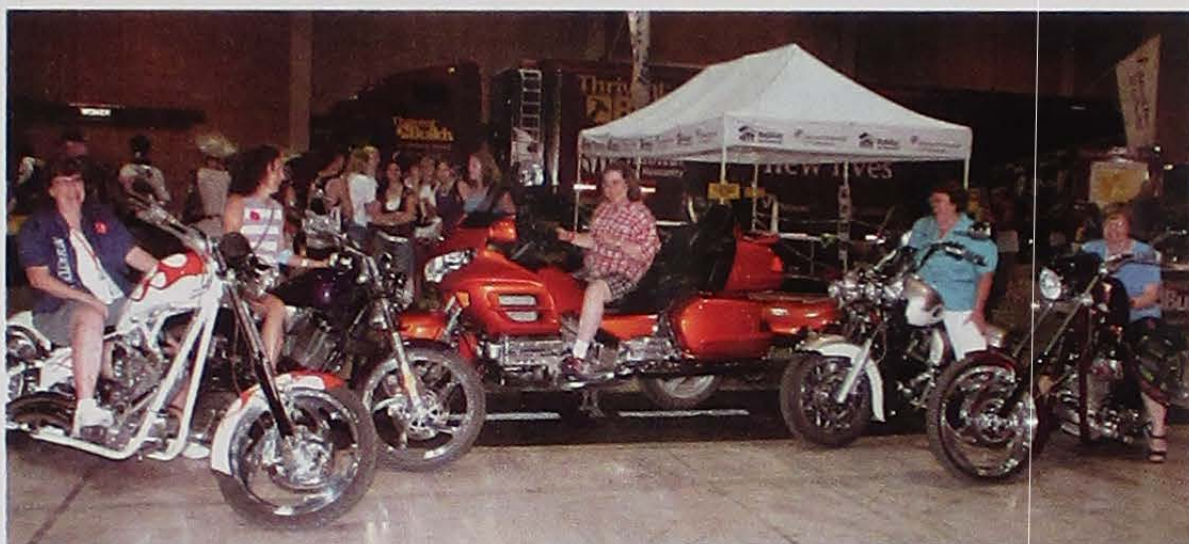
OCTOBER

3 Margaret Sloss Gender Equity Awards Dinner, 6:30 p.m. in the Campanile Room, Memorial Union at Iowa State University. Contact the Margaret Sloss Women's Center for ticket information.

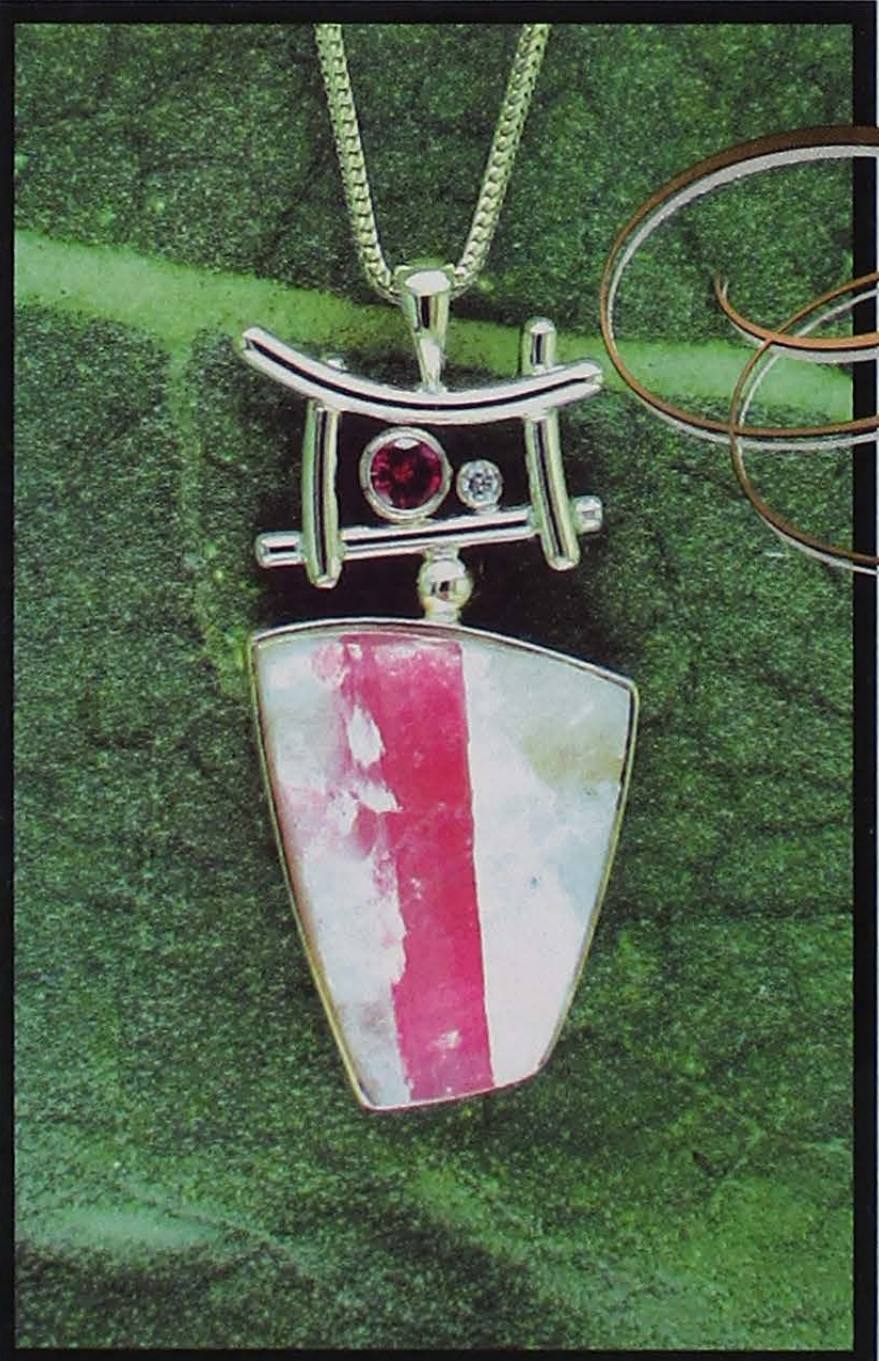
19 "Margaret Sloss," a one-woman show performed by Jane Cox of the ISU Theatre Department, 7 p.m. at the Martha-Ellen Tye Recital Hall, Music Building at Iowa State University. A reception will be at 6:30 p.m. Contact the Margaret Sloss Women's Center for ticket information.

26 A 25th anniversary celebration for the Margaret Sloss Women's Center and a 105th birthday celebration for Margaret Sloss, 3 to 5 p.m. at the Sloss House at Iowa State University. Cake and refreshments will be served.

Hot dishes or biker babes?



A group of female Lutheran pastors from Central Iowa gathered at "Cruzando," the 2006 youth gathering of the Evangelical Lutheran Church of America, in July in San Antonio, Texas. The group, which adopted the nickname "Hot Dishes" for themselves after they were featured in a story in Facets with that headline last year, was drawn to a display of motorcycles at the event. They are, from left, Gloria Keiser Dovre, pastor at Palestine Lutheran in Huxley; Katherine Werner, pastor at Bethany Lutheran in Kelly and chaplain at Mary Greeley Medical Center; Heidi Williams, pastor at Bethlehem Lutheran in Slater; Marcia Kisner, pastor at Nazareth Lutheran in Cambridge; and Sarah Larsen Nelson, pastor at Lord of Life Lutheran in Ames.



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- *Keep receipts for one month and categorize spending.*
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Granddaddy's WISDOM



By Karen Petersen

Barbara Woods said her granddaddy George Woods had this philosophy: "If there is a roof over your head, you are not naked, and you have food to eat, your needs are met."

Barbara's granddaddy taught her many lessons, including her first method of saving. She was to fill a coin sorter with her allowance. She could spend the coins in the top half of the coin holder; the bottom half was to remain full.

Grandpa told his family, "Having cash money is the difference between making your own choice and someone else making it for you."

Barbara and her sisters had three options to pay for the things they wanted: spend their allowance, ask

ISU Extension Specialist Barbara Woods was born in Alabama in 1953, the first of three daughters. As the oldest, she had a unique relationship with her granddaddy George. Today, she lives and teaches the lessons she learned — except, perhaps, when it comes to shoes.

George for a loan or ask George to pay. If you asked for a loan, it had to be paid back. If you asked George to buy something for you and he determined it was worthy of his money it was a gift, no payback was expected.

Barbara took to heart the idea that cash gave her choice. Even as a small child she liked to keep her money. Instead of spending her money, she asked granddaddy to buy the things she wanted. George insisted she spend some of her money; he knew there were choices to make and lessons to learn in the process.

As Barbara learned to make spending choices, George insisted, "Know how you spend your money. Even if you do not make the best choices it is important to know how you spend your money; you might want to make a different decision the next time."

Barbara's mother also set an example for her daughters that has lasted a lifetime. She created fun in everyday events. Even walking to visit the neighbors was an anticipated excursion. She taught her children to appreciate their own lives and not compare themselves to others in the community.

The only thing lacking in Barbara's life was new shoes. Her shoes were repaired so many times the tacks poked through and hurt her feet. Tears began each time she saw the shoe repair tools.

Today Barbara uses the lessons she learned early in life: do the work yourself, use the least necessary, buy used and wait for a sale. Her friends tell her she no longer needs to live like a pauper. Barbara insists, "My spending habits are a part of who I am; it does not feel like deprivation. It is my way of life."

Barbara hasn't forgotten her much repaired shoes. Today, good shoes that fit well are her passion. She buys expensive shoes, shoes she doesn't need, shoes she probably won't wear, shoes that do not fit in her closet, and sometimes she doesn't even wait for a sale.

Remembering the lesson "know how you spend your money," Barbara knows how much she spends on shoes, often wonders if more shoes are a good choice, and will likely keep buying shoes because she just loves having shoes that feel good.

Passing on the lessons

As a volunteer in the Des Moines based Creative Visions program, Barbara teaches the lessons she learned as a child to young, at-risk black women. These women have limited access to community resources and have not developed the skills necessary to function successfully as adults.

Lessons are taught in a nontraditional format; Barbara uses the "need to know" method with a focus on money choices and decisions as they happen in the women's lives. Here are some of her lessons:

Charging

Some things are worth charging and some are not. Barbara did not approve of charging a new outfit to wear to the Drake Relays; the rule is if you are using it immediately, pay cash. Do not charge consumables, since they will be used and forgotten before you receive the bill.

Barbara says it might be necessary to charge something like dental work; you will value good teeth long after the bill is paid.

Cash gives you choices

Barbara has an example of this philosophy as she helped two young women decide how to buy a television. One saved for several months to have cash to purchase the television; she shopped for the best price and was able to buy on sale. The other young woman had no cash. Her only option was a rent-to-own store, where she eventually paid more than three times the cost of buying with cash.

Barbara's tips for controlling spending

- If you want to limit spending, think: Why would I spend my money? This is an assumption to not spend.
- Record how you spend your money.
- Before you buy determine if the purchase is a need or a want.
- Make sure your needs are met before you spend for wants.
- Doing something special for yourself or others doesn't have to break the bank.
- Learn to enjoy looking as much as buying.
- Set a limit on the amount you will spend for a good or service.
- Don't follow trends; set your own.

To learn more about Creative Visions, go to www.creativisions.org.



Contact Karen Petersen at karen@myMoreThanMoney.net with people or ideas you would like to see in this column.



Shoes are one thing Barbara Woods lets herself splurge on

Images by Ngaire

Leading LADY

Margaret Sloss broke a barrier for women at veterinary college

ISU Library/Special Collections Department

"May the time come when the world will recognize, and accept in a taken-for-granted sort of way, that it is as universally true of women as it is true of men, that regardless of their natural gifts and talents, of their chosen field of interest, or of the triviality or the enormity of their contributions in that field of interest; regardless of all these things and the many others that are too often charged to be differentiating characteristics, all are fundamentally, and primarily, only human at heart."

— Margaret Sloss

By Heidi Marttila-Losure

Margaret Wragg Sloss didn't become the first woman to graduate from what is now Iowa State University's College of Veterinary Medicine by being timid.

When Sloss was denied admission to the college because she was a woman, she put her research skills to work to find a way in. She went back to Iowa State's land-grant charter, which stated that the school could not discriminate on the basis of gender and presented ISU with her findings — "which was pretty sassy for the time," said Penny Rice, director of ISU's Margaret Sloss Women's Center.

Using her brain

At that time, the early 1930s, women certainly were allowed to go to college, as long as they studied something appropriate, such as home economics or teaching. Nothing too taxing for women's more delicate constitutions was condoned, according to Rice.

There were, of course, many women (and men) at the time who recognized women's intellectual potential, which the suffragists had highlighted during the struggle leading to winning the right to vote just more than a decade before.

But Sloss apparently didn't find

too many of them at the veterinary college.

Her research into ISU's land-grant charter got her foot in the door, but she wasn't welcomed into the classroom with open arms. She was not allowed to take some of the classes or complete some procedures required of her male colleagues, according to an article about Sloss by Rosalie Cushman.

"People thought, 'Just let her take a few classes ... she'll get tired of it,'" Rice said, adding that such an attitude would have made the classroom climate very chilly.

But Sloss was not dissuaded. Her colleagues said she not only was aware of the barriers she was breaking, but that she felt a responsibility to break them because she could, according to the Cushman article.

Sloss graduated in 1938 with a doctorate of veterinary medicine, an event that was heralded with newspaper articles celebrating her achievement, Cushman writes. "The last 'men-only' tradition in Iowa State College's divisional curricula was

broken Saturday — broken by Margaret W. Sloss,” one newspaper read.

Lady at the head of the class

Sloss stayed at ISU as a teaching veterinarian after graduation. While there may have been some who still disapproved of her, that generally was not true of her students, according to George Beran, a distinguished professor emeritus and veterinary college historian.

He should know, since he was one of those students.

“She was a very popular teacher,” Beran said. “It was well known that she had good humor in presentations, was very friendly and encompassing of her students. At the same time, she was very serious in her requirements to learn.”

Sloss also used her position to encourage women who shared her passion for science.

“She was an incredible leader for women in science,” Beran said. “She was a model all the time.”

While this role modeling was positive, she did have some harsh words for the culture that dominated the world of science.

“What man wouldn’t bitterly resent being automatically classed as a ‘queer’ by all his fellow men simply because he practiced the profession of law or medicine?” Sloss asks in an article titled “Science and Women.” Women are “no more and no less

peculiar than men ... in fields of scientific interest,” she continued.

Sloss taught for 25 years; she died in 1979.

Women follow her lead

It took a while for many women to go through the door that Sloss had opened. One woman, Lois Calhoun, graduated from the veterinary college one year behind her. But no other woman graduated from the college for 29 years, Beran said.

But then more and more women started pursuing that profession. By 1977, one-fourth of the College of Veterinary Medicine graduating class were women, according to Beran. In

FUN FACTS ABOUT MARGARET SLOSS:

- She was nicknamed “Toot.”
- She had poor eyesight and needed glasses from a very early age.
- She was a “campus kid,” the daughter of a groundskeeper at Iowa State, and grew up playing all over the campus.
- She was interested in drama and acted in several plays at Iowa State and directed another.
- She was an athlete who earned two letters apiece in field hockey, tennis and basketball at Iowa State.
- One of Sloss’ sisters said Sloss didn’t think she could have a career and a marriage, and opted for the career. “The only marriage she would consider would be to a rich old man with one foot in the grave and the other on a banana peel,” her sister said.

—from an article by Rosalie Cushman

1992, half of the class were women, and in 2006, three-fourths of the class were women.

The changing demographics have to do with changing farm demographics as well as women’s preferences, Beran said: Fewer large-animal vets are needed, and women tend to prefer to be small-animal or horse veterinarians, which are now more in demand.

A kindred spirit

Penny Rice has been doing research on Sloss in conjunction with the women’s center’s 25th anniversary and Sloss’ 105th birthday, and Rice has found a kinship with the women’s issues pioneer. They share a birthday, and Sloss is buried in the ISU cemetery very close to Rice’s relatives, among other connections.

Rice says she respects Sloss’ tenacity, strength and courage at a time when women were struggling. She says the women’s center, housed in the home that Sloss grew up in, is working to continue that tradition.

“Sometimes people feel a spirit in the (Sloss) House,” Rice said. “I always say it’s Margaret making sure we’re walking the right path.”

Heidi Marttila-Losure can be reached at 232-2161, Ext. 352, or hlosure@amestrib.com.

Margaret Sloss to be inducted into Iowa Women’s Hall of Fame

Margaret Sloss is one of four women who be inducted into the Iowa Women’s Hall of Fame during a ceremony at 10:30 a.m. Saturday, Aug. 26, at the Iowa State Historical Building, 600 East Locust St., in Des Moines. In addition to Sloss, Jeannette Eyerly, of Des Moines; Christine Grant, of Iowa City; and Dorothy Paul, of Iowa City, will be honored for their significant contributions to society. The public is invited to attend; the event is free of charge.



ISU Library/Special Collections Department

Your doctor the **TEACHER,** *your doctor the* **STUDENT**

Every visit to your doctor is an educational experience: You are educating your doctor and his staff on your symptoms and concerns, and they are educating you on your condition and treatment. So sit up and pay attention, because research shows that patients who are involved in their care tend to get better results. Here are some tips to get the most out of your "health lessons."

Mind your medicines

Know the names of medications, how long you used them and how you used them. For example, I often have people tell me they got a cream to use. Creams come in many types and strengths, so it makes a huge difference to know which one. Trying to get that information from a pharmacy or doctor's office wastes time and sometimes isn't possible during an office visit. I don't want to give somebody a medication they already have or one that doesn't work for them or that has caused side effects. Also, be sure to tell your doctor if there was improvement or were side effects from the medication.

Want to know more?

These tips are taken from several medical sources, including the Joint Commission of Accreditation of Healthcare Organization and www.Imaginis.com/womenshealth, which has a great checklist in an article titled "How To Get The Most From Your Care."

By Dr. Kathy Cook

Before you go

Try to present an organized, detailed yet concise account of your problem.

- Write down what is happening. Include symptoms and treatments you have tried or that another doctor has ordered.
- If you had tests done, have a copy of the results if possible.
- Have a list of all the medications and dosages that you take routinely and include over the counter products such as aspirin, herbal products and vitamins.
- Try to bring past medical records to a new doctor, or if you are being referred to a doctor, have your doctor send a letter or copies of their notes detailing what you are being sent for.
- If you have more than one problem, chose the most important one first. Discuss your list with the nurse/assistant, who can help organize your care. Discussion of too many issues will be confusing for you and could result in a mixup of instructions and could decrease the quality of your care, or worse, create a new problem. It is better to make separate appointments if necessary to address multiple problems/concerns.

During your visit

- Fear and embarrassment or even resentment can create barriers between patients and physicians. Tell your health care provider about any fears of examinations or tests so that the procedures can be fully discussed before undergoing them.

- Ask questions of the health care team until you are sure of their instructions. If you find this helpful, have another person with you to help listen to your treatment plan. We only remember a small portion of what we hear, so additional ears can be a great benefit. Write down instructions or have the doctor or nurse write them if they include many steps or medications.

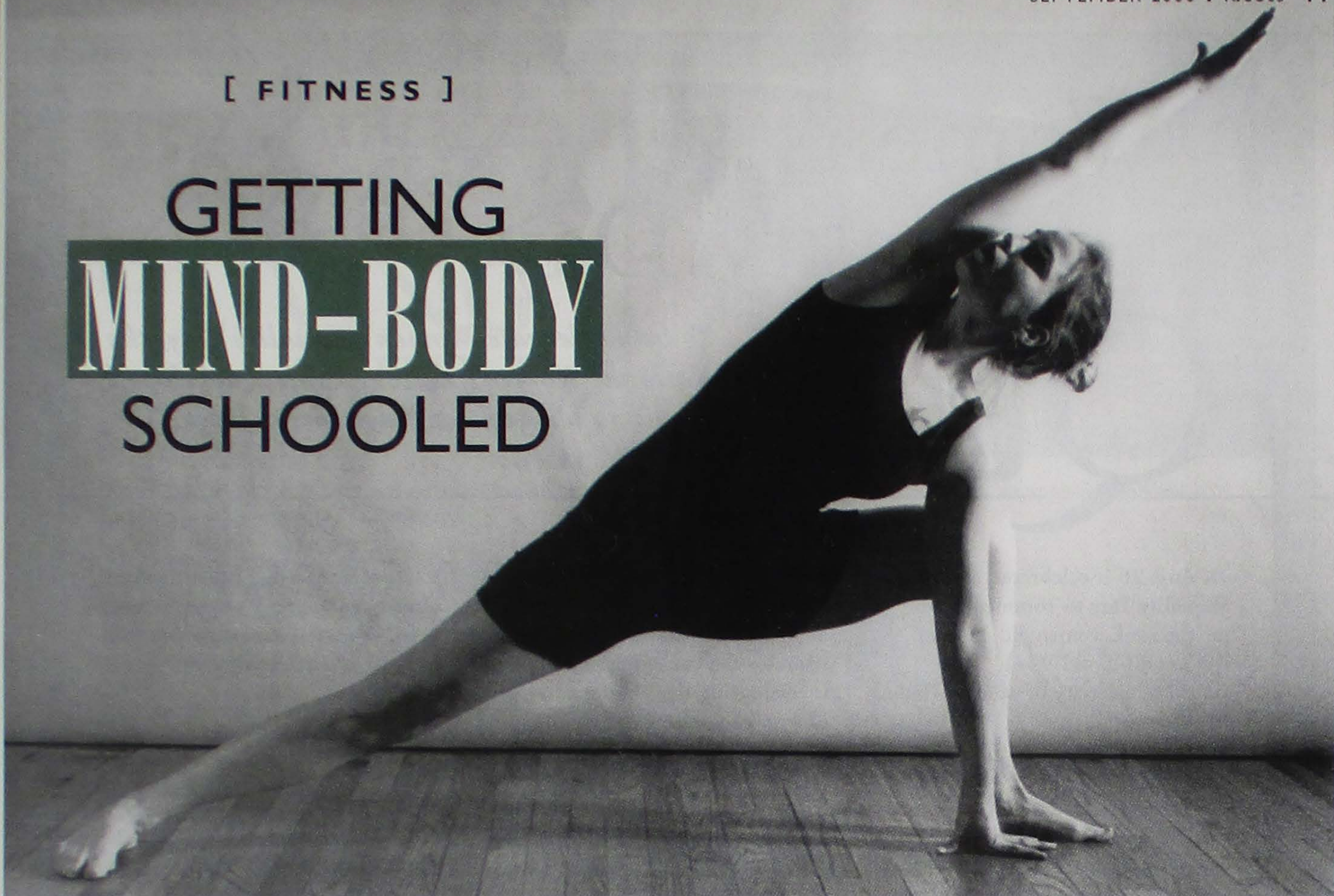
After you leave

- Always get test results. Do not assume if you don't hear anything that the test was normal.
- Ask your health care provider for written information about your disease or direct you to a reliable Internet site. While the Internet is a vast source of information, it is not all accurate. Each specialty organization has a Web site that will be very useful. For example, the American Academy of Dermatology's site is www.aad.org. This information can help you ask more detailed questions at your visits and re-enforce your doctor's instructions.
- Telephone tips include being organized as well. Be prepared to talk with the receptionist or nurse/assistant. Busy physicians can not handle all the phone calls and rely on their staffs to help with questions and medication refills and to relay test results.

Dr. Kathy Cook is a board-certified dermatologist and owner of Skin Solutions Dermatology and can be reached at 232-3006.

[FITNESS]

GETTING MIND-BODY SCHOOLED



By Debra Atkinson

Are you right where you want to be right now? Is your body, your health, your energy just as you'd like it to be?

Whether you are addressing your career, your relationships or your waistline, the path to a solution is the same: Ask for better, not more. You don't need more exercise, necessarily (unless you are on the couch, that is). You need the right kind of exercise. If you do less with more effort, you can always do more. Read that again — it can be confusing. Do less with more effort.

Instead of just bending and flowing through life, add quality, awareness, and sensation. The way you move affects the way you feel. The way you feel affects the way you think. And it works in reverse: Your thinking affects the way you feel and therefore the way that you move, even down to your posture. There are days your shoulders are back and your head

is high. There are also undoubtedly those days you are slumped as if you carry the weight of the world. Affect the one that seems easiest to manage today in order to affect the other.

Yoga is one way to make this mind-body connection. So many people do yoga now that it's pop culture. A sold out mind-body conference of fitness professionals in July predicted mind-body modalities will grow in the next 10 years to the point where personal training is now: Nearly everyone doing it and benefiting from it somehow.

If you truly practice yoga, instead of just doing yoga, you will find it analogous to the rest of your day. You need to have stability where it should be. Any under- or over-use will bring about compensatory moves. Learning this is truly living a yoga lifestyle. Imbalances of the body show up when you do balance work and when you compare one side to the other. It's

more difficult for us to see imbalances in life. We're skilled at disguising our compensatory ways.

Yoga is sometimes performed for the exercise value, sometimes for stress reduction, or both. Whether yoga, Pilates, stretching, or meditation, the real concept of inner peace through these modes of mind-body connection is lost when you rush to get there and rush to get home. Connect to the living of a life more accepting of yourself and others around you. When you end a class with gratitude and calm, kind words and thoughts are a natural part of who you are and what you do. Practice being where you want to be.



Debra Atkinson is a senior lecturer in the Department of Health and Human Performance at Iowa State University and personal training director at Ames Racquet and Fitness Center.

Women's Equality Day Quiz

To help celebrate Women's Equality Day, the National Women's History Project developed a quiz to test your suffragist knowledge. See how well you do!

1. Aug. 26 is celebrated as Women's Equality Day to commemorate

- a. the work women did during the Second World War
- b. the anniversary of women winning the right to vote
- c. the flappers of the 1920s
- d. the contemporary women's rights movement

2. In what year did Congresswoman Bella Abzug introduced legislation to ensure that this American anniversary would be celebrated?

- a. 1992
- b. 1984
- c. 1971
- d. 1965

3. In what year did women in the United States win the right to vote?

- a. 1776
- b. 1848
- c. 1920
- d. 1946

4. How many years did it take for women to win the right to vote in the United States?

- a. 72 years
- b. 120 years
- c. 20 years
- d. 51 years

5. Women in most of the western states won the right to vote years

before the Federal Amendment was secured. This is the 94th anniversary of women in Kansas and Oregon winning the vote. What other state is celebrating the 94th anniversary of women winning the right to vote in their state?

- a. New York
- b. Florida
- c. Maine
- d. Arizona

6. What was the name given to the 19th Amendment to the Constitution which guaranteed women's right to vote in the United States?

- a. Abigail Adams Amendment
- b. Sojourner Truth Amendment
- c. Susan B. Anthony Amendment
- d. Gloria Steinem Amendment

7. Women who worked for women's right to vote were called

- a. radical
- b. immoral
- c. suffragist
- d. all of the above

8. The term suffragist is derived from

- a. one who suffers
- b. a voting tablet in ancient times
- c. the Constitution
- d. the Bill of Rights

9. How many other countries had already guaranteed women's right to vote before the campaign was won in the United States?

- a. 6
- b. 2
- c. 1
- d. 16

10. What was the first country that granted women the right to vote?

- a. Canada
- b. Germany
- c. New Zealand
- d. United Kingdom

Learn more at www.nwhp.org.

ANSWERS:

- 1. b
- 2. c
- 3. c
- 4. a (from the first Women's Rights Convention in 1848 to 1920)
- 5. d
- 6. c
- 7. d
- 8. b
- 9. d (New Zealand (1893), Australia (1902), Finland (1906), Norway (1913), Denmark (1915), USSR (1917), Canada (1918), Germany (1918), Poland (1918), Austria (1919), Belgium (1919), Great Britain (1919), Ireland (1919), Luxembourg (1919), the Netherlands (1919), Sweden (1919))
- 10. c (1893)

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A mom & a scientist

Balancing work and family is especially challenging for women in science in academia

For a woman who wants to be both a scientist and a mother, the best field of study may be human cloning: Add up the hours required for each job, and the dual roles require two people.

The challenge is this: For women in science in academia, the most arduous time in their careers — the five or so years while they are working to earn tenure — quite often coincides with a woman's best childbearing years.

Managing this collision of priorities requires creative solutions. While several women in scientific fields at Iowa State University work out ways to balance career and family in their own lives, other women at ISU are working to create institutional changes to make that balancing act easier. In fact, ISU has stepped up as a leader in finding creative work/life solutions among colleges across the country.

With some creative solutions, perhaps human cloning won't be needed after all.



Tricia Knoot holds a picture of her daughter, Aysha, in her office in the basement of Science II at Iowa State University.

By Heidi Marttila-Losure

When the others in her department found out she was expecting, Iowa State University graduate student Tricia Knoot got the usual congratulations, but also positive comments about her timing. Most thought grad school was a good time to have a baby, she said.

She and her husband, John, weren't so sure.

"(The timing) wasn't something we had decided upon," Knoot said. "We knew we wanted a family — this was wonderful news — but at first I had to figure out how it would fit into my career choice."

The arrival of their daughter, Aysha, in June 2005 changed Knoot's study plans. Knoot, who is pursuing a doctorate in ecology,

said the first project she was planning involved a lot of field work at a site in Minnesota; she could not have been there herself, and would have had to manage the technicians working for her from afar.

"It was going to add a lot more stress and challenges," said Knoot, whose current project is computer based. "I switched to something that was a little easier with a family."

Even so, balancing her workload with a baby is plenty challenging. Aysha is in full-time daycare while Knoot is at work during the day; Knoot also works some evenings and weekends, and her husband watches Aysha during those times. John, a middle school teacher, also takes care of Aysha during the summer. But Knoot says his work responsibilities mean he's not able to help much during the

day during the school year. So Knoot has the responsibility for dropping Aysha off at daycare and picking her up, for example. Knoot also sets aside time to spend with her daughter over lunch — last year she went to the daycare then to nurse her, and now they eat their lunch together.

The academic life allows some flexibility in what hours she spends with Aysha, but they are limited.

"It's challenging, because I don't feel like I was able to go part time," Knoot said. "I didn't feel like I

could take time off."

She said she'd like to see changes to the system to allow more flexibility in lengthening a time period for study; she said timelines for when money needs to be spent in a project can limit when certain tasks can be completed.

But even more than that, changes would have to affect the culture of science, Knoot said.

"To achieve in science you often have to go above and beyond," she said. "It's really a lifestyle, being in the sciences."

That lifestyle often conflicts with the demands of motherhood.

"You want to be successful at both," she said. "You're pulled in different directions."

When's a good time?

When a woman chooses to pursue a career in science, "the question" soon arises: "When should I have a baby?"

Carolyn Heising, a professor of industrial, mechanical and nuclear engineering at ISU, says women often ask her that.

She doesn't like to answer those women directly; she tells them that figuring out the best option for them will take a lot of thought.

If a woman has a baby before she has tenure, it can hurt her career. Heising says this from personal experience: She had her first son during her third year in a tenure-track position, which she says had a negative affect on her career at that point.

"Then I learned my lesson," she said. She didn't have her second son until after she had tenure. The two are seven years apart.

But there are risks to waiting, too, Heising said. Conceiving a child is more difficult later in life; if fertility treatments are needed, it's also more costly. There is also the possibility that you won't get tenure, she said.

"Then you don't have tenure, and you don't have a kid," she said. "Women who make a decision based on career advancement later might regret that, but then it's a little late to change."

Marathon on the tenure track

Getting tenure in a scientific field is an intense process.

A candidate has to put together a package of accomplishments — a certain number of patents, publications, presentations, teaching hours, or hours of service on committees, for example. To accomplish this, a scientist might work 15 hours a day, seven days a week for years. A committee then decides if he or she deserves tenure solely on the quality of the candidate's package.

"I would call it a form of hazing," said Penny Rice, director of

ISU's Margaret Sloss Women's Center.

She said this system was created for men, during a time when most of their wives did not work outside the home and managed all the household duties. That's still the case for many men in the system, she said.

"The system fits them," she said.

But society's standards are different for women, Rice said. The expectation is still that women have the primary responsibility for home life. There are some things like scheduling a vacation that are unconsciously assigned to the woman's sphere — "Women need to do that if it's going to be done," she said.

The realities of women's lives are not taken into account in the tenure process, Rice argued. Some schools offer people on the tenure track the option of stopping the tenure clock for a year, for example if a woman takes time off to have a baby. "But (the clock) doesn't stop in the minds of those judging her," she said.

"The system needs to be changed," Rice said. "It needs to shift to allow a balance of work and family."

"And why not do that for both men and women? Our quality of life would be that much better."

Stepping up as a leader

Many at ISU have recognized that the system needs to change. In fact, their work has led ISU to be recognized nationally as a leader in strategies for creating more flexible careers.

"At national meetings our work has been featured. We've been able to share our successes," said Susan Carlson, ISU's interim provost. "We have work to do, but we have a very strong set of policies that many other schools are envious of."

One of those policies is a part-time tenure option. This allows faculty to drop their workload to as little as half-time for reasons such as having a child, caring for an elderly parent, developing a business, or writing a book. The change in status can be short-term or long-term;

the details are worked out with a faculty member's department and the provost's office.

The policy was approved by ISU's faculty senate last December, and it didn't take long for the phone in the provost's office to start ringing, Carlson said. Several people have already developed plans to go part time.

"It was immediately clear to people that it would help them manage their situations better," she said.

She added that while ISU's faculty saw the benefit this would have for the university, other schools have not found support for part-time tenure; the University of Michigan recently tried to implement a similar policy and failed.

Looking to advance

A large-scale project for ISU in this field is, hopefully, yet to come.

ISU is seeking a five-year, \$3.7 million institutional transformation grant from the National Science Foundation that would put in place changes to increase the participation of women in the scientific and engineering work force. The grant has been recommended for funding, and as of press time, the grant-writing team was waiting for word on whether they would receive the funds.

If the grant is funded, nine departments at ISU will work to find creative solutions to encourage more women to enter scientific

fields; their findings will eventually be transferred to the whole university, according to grant-writing team member Diane Debinski.

The departments will be looking at cultures, practices and structures that happen in departments that either encourage or discourage the men and women there to stay in scientific and engineering fields, Debinski said.

While the focus of the program would be increasing retention of women and minorities, the solutions that come out of these discussions would help men, too, according to Carlson.

"The changes we are making will make it better for everyone," she said.

Success in stages

But for now, there are many women still trying to figure out how to fit a family into their rigid career path. Penny Rice offers them this advice: "Women can have everything they want. I just don't think they can have it all at the same time."

She says it's like trying to balance a child's diet. It doesn't happen in one day; some days, the child wants to eat just grapes. But over a week, or a month, a child's nutrition balances, she said.

"Over the course of a career, you can get all the things you want."

Heidi Marttila-Losure can be reached at 232-2161, Ext. 352, or hlosure@amestrib.com.

ROLE REVERSAL?

ISU professor Carolyn Heising says she's noticed an interesting trend at departmental get-togethers: Instead of just meeting faculty wives at these events, she's now meeting faculty husbands.

Some of these men work part time; others do not work at all and take on most of the household responsibilities, Heising said. She says these arrangements are more often found among younger faculty.

Diane Debinski and her husband, James Pritchard, have worked out that kind of arrangement. Debinski, a professor of ecology, evolution and organismal biology, and Pritchard, an adjunct assistant professor of landscape architecture, have two children, Zoe, 9, and Hayden, 5. The couple has managed their careers so that one of them is always working part time.

"That helps," Debinski said. "But it's not a perfect solution. ... It is sometimes difficult to give the other person their turn after many years of one person's career taking the lead."

The two also do "tag team" parenting: They take turns within the day or between days of the week so each of them gets time to do their work or exercise while the other is with the children.

"The tricky part there is that you have to be careful to build in time together," Debinski said.

Liz Jurgensen and Mandy Ross shared wide smiles in early August in the hall outside their offices at the school district's administration building in Ames.



EAGER *for* SCHOOL to START

Ames school administrators share an excitement for learning

By Heidi Marttila-Losure

By Heidi Marttila-Losure

When Mandy Ross and Liz Jurgensen sat down in early August to talk about the work they do in the Ames Community School District, a soft buzz of excitement was in the air.

Teachers were soon to be back to the classrooms and gearing up after a summer's vacation, eager to try out new ideas in freshly cleaned and spruced-up buildings. They would be catching up with friends they hadn't seen much of over the summer, as well as welcoming teachers new to the district and new to teaching.

Neither Ross nor Jurgensen do their work in classrooms anymore (well, except for the fact that their offices are in the converted Crawford Elementary School, where a leftover blackboard or two still lend the place a learning atmosphere), but the energy of the new school year had gotten to them, too.

"It's a very positive time of year," Ross said. "Everybody's excited."

What they do

Ross is executive director of curriculum and instruction. When a change needs to be made to what teachers are teaching or how they are teaching it, she helps make that change happen. She also works with the district's principals and other staff members to plan professional development for district teachers.

Jurgensen is director of special education and assessment. She oversees education for all children with disabilities in the district, and she also puts together a standardized testing plan for the district.

The two work together on curriculum assessment.

Why they are involved in education

Ross said her interest in the process of teaching led her to get a master's degree in curriculum instruction.

"I find looking at what we teach and how we teach to be an enjoyable

process," she said.

Jurgensen said she always knew she wanted to be involved in affecting the lives of children. She is partly following in her father's footsteps; he was an industrial arts teacher in Dubuque until he retired, and he's still a substitute teacher at the age of nearly 83.

She said she sometimes would sit at his teacher's desk when class wasn't in session and have her own group of imaginary kids in front of her.

"One time, he told me I was being too strict," she said with a laugh.

Jurgensen has a master's degree in student personnel services and a doctorate in educational administration. She aspires to be a superintendent someday.

Projects they're working on

Curriculum mapping is set to begin for Ames teachers, Ross said. That's a process in which teachers record what they actually are teach-

ing in the classroom. A team of teachers has worked out a plan for how this actually will happen, so Ross said this should fit in the development time already set aside for them.

Jurgensen said she's just finished the paperwork for the district's special education audit, which takes place every five years. She's also working at helping each building implement the district's highly qualified teacher standards. The school board helps support the standards, which will make sure the district is in compliance with the No Child Left Behind Act's stipulation that teachers have a certain level of expertise in the areas they teach.

How Ames is doing on No Child Left Behind compliance

Although some schools across the nation are having trouble meeting No Child Left Behind regulations, or are being penalized for not meeting them, Ross and Jurgensen said the basics are already in place in Ames. For example, Ames has done a good job of providing quality licensed teachers, Jurgensen said.

"It's really now about trying to refine how we do business," Ross said.

Ross said the key to not getting mired in these rules is focusing on kids, not compliance.

"The compliance piece falls into place when you're doing what is best for kids," she said.

What parents can do for their children

Jurgensen and Ross easily agreed on the top two things parents can do to help their children succeed.

The first is reading: Parents should read to their children early and often, Ross said. Some research shows even reading to children before they are born can have a positive effect.

"I just don't think you can do any more for your kids," she said.

The second is staying connected with classroom teachers. Kids do best when home and school are collaborating; behavior and test scores tend to be better, Ross said.

How school has changed since they were students

"The world that my children are growing up in is much different than the world that I grew up in," Ross said.

Jurgensen said one way the culture has changed is that there are many more families with two parents working now. This has led to some changes in the school system, such as the addition of before- and after-school programs at the schools.

The demographics also have changed. There are many more children that do not speak English as a first language, Ross said, although Ames has been more familiar with this situation than some school districts because of the international flavor brought by professors and students drawn to Ames by Iowa State University.

Family life

Mandy Ross grew up in Ames and attended Ames schools. She and her husband, James, of Ankeny, have two sons, Matthew, who recently accepted his first teaching position, and Michael, a student in professional photography. Ross said she's always worked fulltime — "They've always had a workaholic for a mom," she said with a laugh — but that balancing work and family proved especially challenging when her sons were small.

"Do you ever look back on parts of your life and wonder, How did I accomplish that?" she said.

Ross said it's fun watching her children succeed, and it's very gratifying to have a son who is following a similar career path.

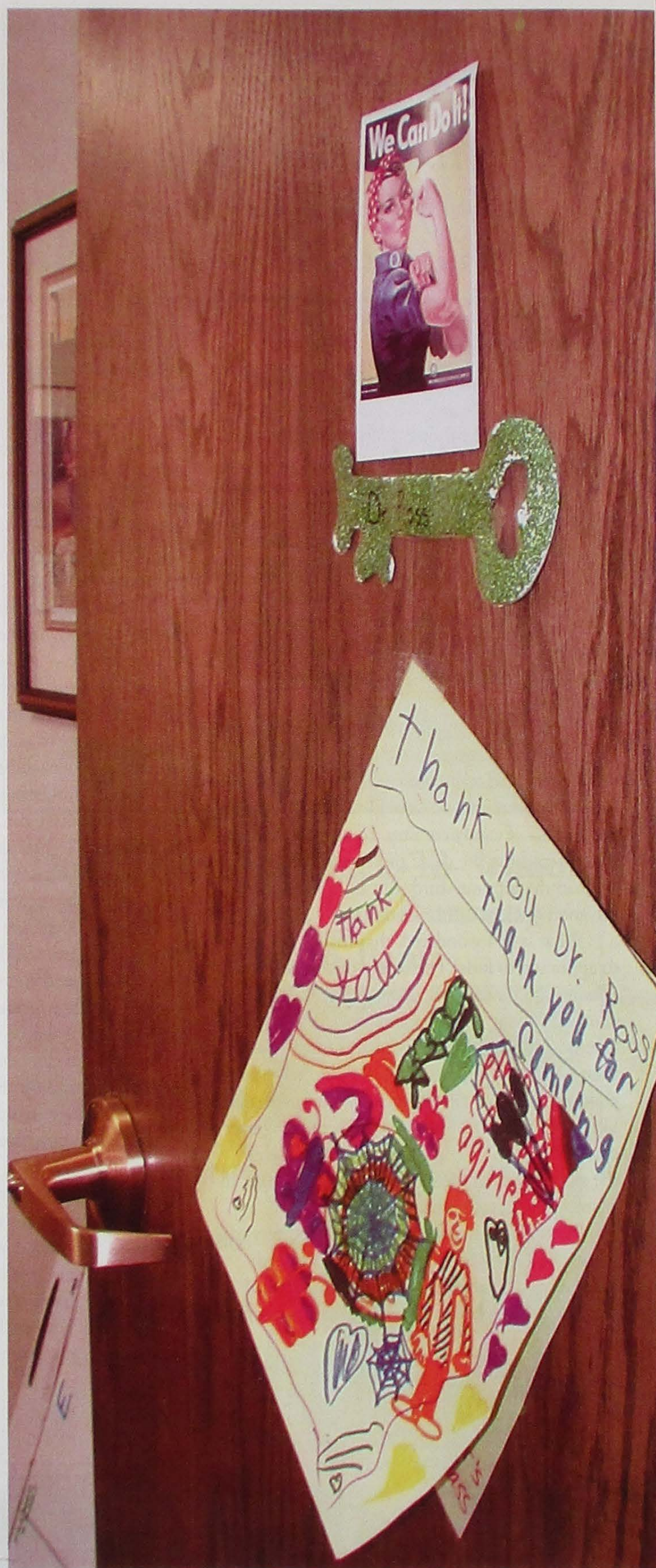
"It makes for some rich discussions at home," she said.

Liz Jurgensen grew up in Dubuque, where her father still substitute teaches. Jurgensen, her husband, Mick, and two cats live in Marshalltown, where her husband grew up. They own a small campground there.

Jurgensen said she actually likes the drive to and from work.

"It gives me time to plan for the day, or it gives me down time as I leave," she said.

Heidi Marttila-Losure can be reached at 232-2161, Ext. 352, or hlosure@amestrib.com.



Mandy Ross' office door welcomes visitors with an artistic thank-you note from students at Meeker Elementary School.

HOUSE RULES

Adapting table games can make them more fun and educational for kids (and less boring for grown-ups!)

By Laurie Winslow Sargent

"Mom, can we play CandyLand? Please?" My eyes glazed over at the thought of playing that game for the umpteenth time.

Tyler and Aimee had already worn out our first game box. It had fallen apart at the seams; the brightly colored cards were bent and faded. As I had thrown it all away, I muttered aloud that Elisa (then 3) could surely live without it, couldn't she? Tyler's 14-year-old friend heard me and said plaintively, "Every kid needs CandyLand!" so I reluctantly bought a new game for Elisa for Christmas.

Once again I found myself impatiently drumming my fingers on the board with the rainbow-colored trail, desperately hoping for a Queen Frostine card so I could race to the end — and out — of candy country. I'd already tried my trick of stacking the deck: putting the picture cards in the top one-third. But Elisa was getting the good ones, and I the duds.

What is it, I wondered, that makes this game so appealing to kids? The image of a sweet fantasyland is no doubt a big draw. Willie Wonka's chocolate factory had the same appeal. I doubt CandyLand would have lasted since 1949 had it been Liver and SpinachLand. Also, it makes small children feel quite clever playing board games just like Mom and Dad. It excites them to recognize colors and practice counting skills. And there's the suspense: Will the next card send you back to Plumpy, to start all over again?

For me, suspense had long ago given way to yawns. So I decided to try a new version with Elisa. At first, this meant our little gingerbread place markers, when passing each other on the

board, shook their plastic hands and had very fine, squeaky, conversations with each other. Then I hit on Color I-Spy: draw a card, then find an object in the room containing a matching color — no repeating objects. (For purple and orange, we looked on CD covers.)

What a great way to play a table game with a wiggly child! Cruising the room for matching objects requires movement and imagination, even vocabulary building ("Look Mom, there's some red on that globe in South America!" ... Oh, there's geography in there, too ...) And — the best part of all — we now continue playing only as long as we are both having fun.

As you can see, adapting games in creative ways is one way to enjoy them more. Helping your child understand the basic use of toys and games, and stimulating his imagination, also makes games more fun. In fact, you may make all the difference in how much enthusiasm your child develops for any toy, and how much he learns while playing with it.

There is rarely one right way to play with a toy or play a game. Although we want to teach our children good sportsmanship, for instance in learning to follow game rules, some flexibility has value as well. It can be wonderfully freeing to realize that you can take the simple concepts toys teach and expand on those concepts.

I much prefer to adapt adult versions of table games than to purchase short-lived preschool versions.

When your preschooler spies in the closet the table games geared for adults or older kids, then cries out, "Mommy, I want to play *those!*" is this a problem, or an opportunity? Many games designed for grown-ups can be adapted for use with little ones, so unlike those created only for preschoolers, adapted games won't be outgrown.

You get your money out of them. Also, while playing modified adult table games, your child learns and practices complex skills and enjoys feeling more "grown up."

The key is to appropriately adapt games to your child's skill level and developmental age. To do this, eliminate rules (before you begin playing) or create new games with original game pieces and boards you already own. Keep in mind the skills your child is currently working on at that time (see Monopoly sidebar for examples). Even a standard deck of cards can be used for color, suit, and number-matching games. Provide enough challenge, but keep it fun — for you all!



Adapted by Laurie Winslow Sargent from The Power of Parent-Child Play (WinePress, 1-877-421 READ). Find more ideas for game adaptation (plus enter a silly Caption It! contest with your kids) at www.ParentChildPlay.com. Also: Do you have a brilliant way to adapt table games that you're willing to share with other grandparents and parents? Send your ideas to LaurieSarg@aol.com. Win a free book if your idea makes the top 10!

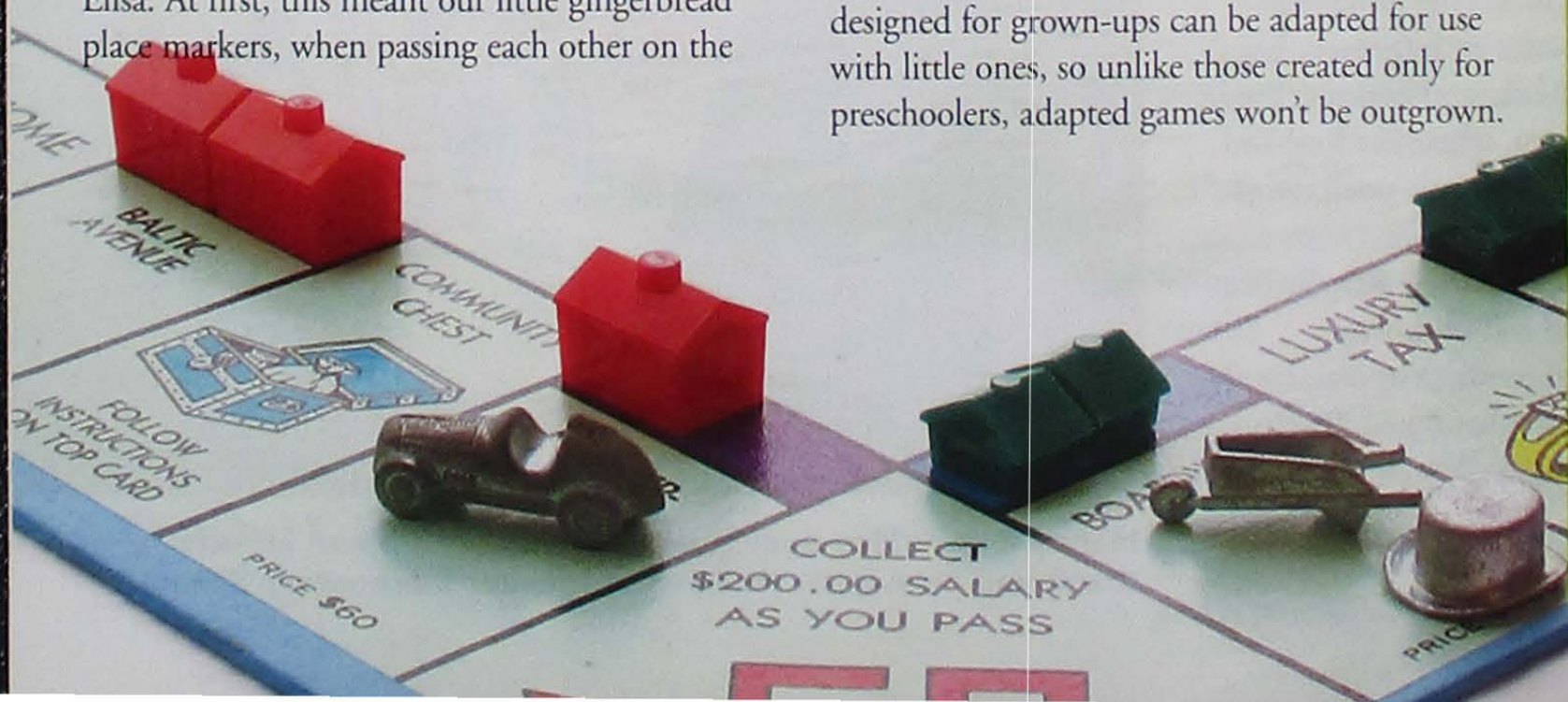
MODIFYING MONOPOLY (Parker Brothers) To Play with Preschoolers (or anyone learning English as a second language):

- Use place markers, dice, and property cards only.
- On turn, each player rolls the dice, and then moves the correct number of spaces. He "wins" the property he lands on.
- Have the child locate the matching color cards, then the correct property name by reading the first few letters in the property name card.
- Quit at any time you designate. Player with the most cards wins!
- Increase complexity by awarding money for passing GO; pay rent and taxes.

TO PLAY WITH OLDER KIDS:

- Use all game parts. Play according to all rules but one:
- Once a player lands on and buys any property in a specific color group, he has permanent dibs on the other properties in that color group. (Same for utilities and railroads.) To collect all in that group, he must still land on and purchase each individual property. This rule merely prevents someone else from buying those properties.
- If an opponent lands on a property you don't yet own in your color group, you may give permission for him to buy it if you don't want it. (Perhaps you'd rather use your cash to buy houses for other properties.)
- Build up your properties with houses and hotels according to the original rules.

Benefit: within an hour or so of playing this modified version, players are usually able to buy houses, increasing rent income and excitement, and there's still hope that you can finish the game before bedtime!





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apples

OUTSIDE *the* BOX

By Madeleine Rothmayer

Apple season is with us again, reminding us that another steamy summer has slipped away and shorter, colder days are approaching. While imported fruits now tempt us all year long, nothing quite compares with the season's first bite into a locally grown apple nourished by the Midwest sun and rain. It connects us to the changing seasons in a tangible way, slowing us down and evoking comfortable memories.

Combined with other fruits and vegetables, apples add a sweet/tart flavor to a variety of dishes. We all have favorite recipes: pies, cakes and crisps that are dependably yummy. But apples are not only for dessert. Here are a few novel ways to include apples in the dinner menu, plus a variation on the classic apple crisp.

APPLE GREEN CHILE SALSA

Inspired by a recipe from "The Great Salsa Book"
by Mark Miller (Ten Speed Press, 1994)

1 cup fresh apple cider
2 cups green apples, peeled, cored and diced
1 medium white onion, minced
1 tablespoon virgin olive oil
1-2 jalapeño peppers
1 teaspoon fresh thyme, finely chopped

2 tablespoons fresh parsley, finely chopped
1 teaspoon fresh lemon juice
1 teaspoon cider vinegar
1/8 teaspoon salt (to taste)

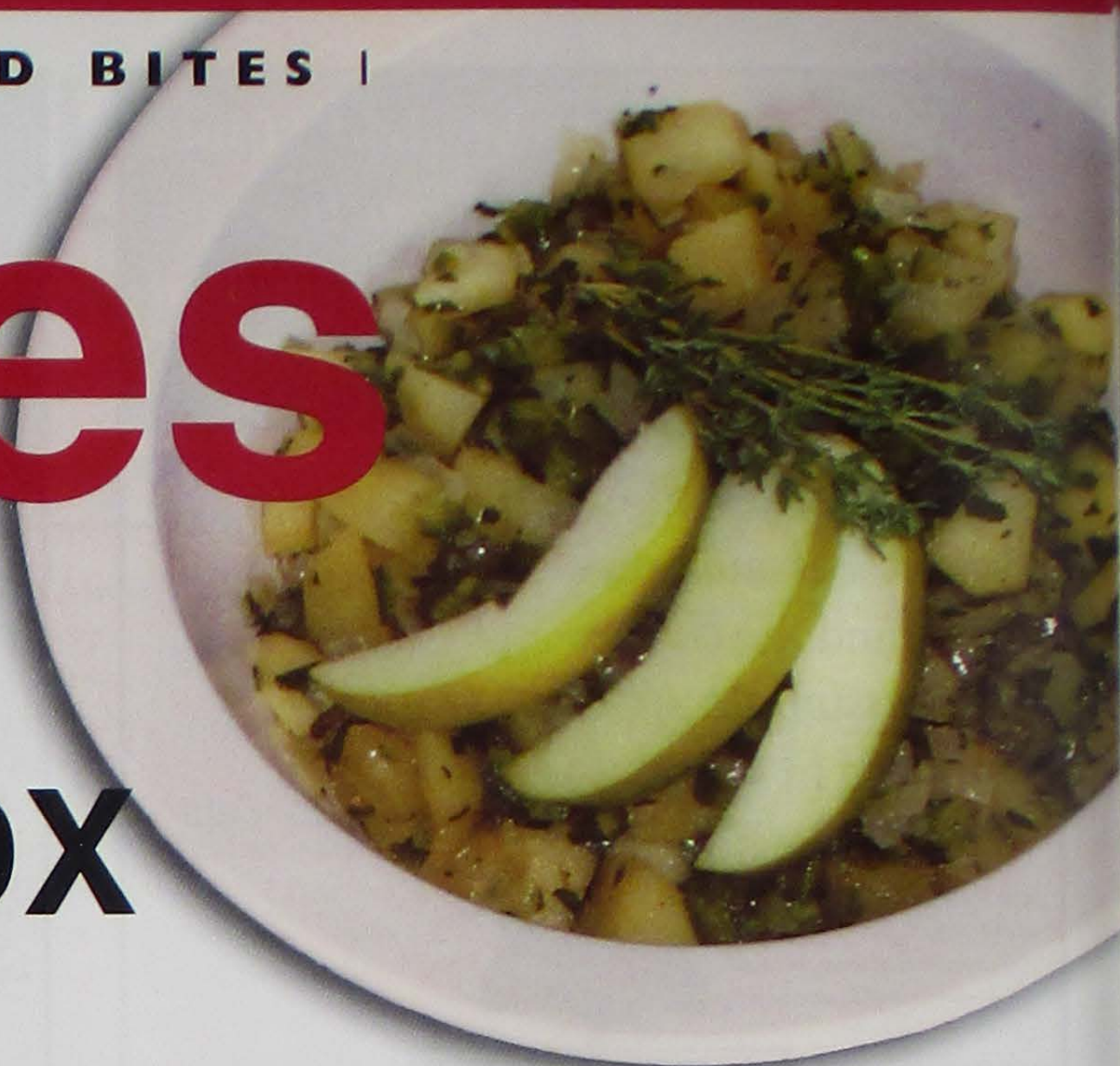
In a skillet over medium heat, reduce the apple cider to 1/4 cup. Add the diced apples to the reduced cider and simmer gently until the apples are soft but not mushy. Transfer to a mixing bowl. In the same skillet, sauté the minced onion in olive oil until translucent. Add to the apples.

Finely mince the jalapeño chile. Taste the chile for hotness, and add according to the amount of kick you want your salsa to deliver. Most of the capsaicin (which causes the heat) is found in the seeds and the white pithy part of the chile, so if you want a milder salsa, carefully remove these before dicing. Wash your hands carefully after touching any chile.

Add the chile and remaining ingredients to the apple mixture and combine thoroughly. Allow the flavors to meld for at least an hour before serving. The salsa may taste hotter after it sits, so keep that in mind when adding the chile. Serve as a side relish with grilled chicken or pork.

An apple a day ...

Apples are not a powerhouse of nutrition, but they do supply pectin, a source of fiber that helps lower cholesterol levels, and phenols that act as antioxidants.



ENDIVE, APPLE AND ALMOND SALAD

From "Yamuna's Table" by Yamuna Devi,
(Dutton, 1992)

6 servings

Dressing:

2 tablespoons fresh orange juice
2 tablespoons fresh lime juice
2 1/2 tablespoons good-quality,
mild-flavored vegetable oil

(almond oil is a pricey but ideal
choice, or use a light olive oil or
grapeseed oil)

1/8 teaspoon paprika
2 tablespoons chopped cilantro
salt and pepper to taste

Salad:

2 heads Belgian endive or a mix of endive and leaf lettuce
1 1/2 cup tart apples, thinly sliced
3 tablespoons toasted, sliced almonds

Whisk dressing ingredients in a bowl. Toss the sliced apples in the dressing to keep them from browning. Divide the endive (and lettuce, if used) on six salad plates. Scoop the apple slices out of the dressing with a slotted spoon and arrange on top of the endive. Drizzle each serving with remaining dressing and sprinkle with almonds.

APPLE BLUEBERRY CRISP

Based on a recipe by Diana Rattray,

(<http://southernfood.about.com/od/applecrisps/r/bl11014d.htm>)

Add some zing plus antioxidant
nutrition to an old favorite.

3 pounds tart apples
1 cup blueberries
2 tablespoons lemon juice
1/2 cup brown sugar
1/2 teaspoon cinnamon
1/2 teaspoon nutmeg

1/3 cup all-purpose flour
1/3 cup granulated sugar
1/3 cup rolled oats
4 tablespoons cold butter (1/2
stick)
1/2 cup chopped walnuts or
pecans

Peel, core and chop the apples, then toss them in a bowl with lemon juice to prevent browning. In a separate bowl, combine the brown sugar, cinnamon, and nutmeg; stir into the apples. Gently toss in blueberries. Set aside.

In another bowl combine the flour, sugar and oats. Cut the butter into 8 pieces, and cut the butter pieces into the flour mixture until it looks like crumbs. Stir in the nuts. Butter a 10-inch by 10-inch baking dish. Spread the apples in bottom of the baking dish, then sprinkle with the flour mixture. Bake at 375° for 30 to 45 minutes, or until apples are bubbling and topping is golden brown. Serve warm or at room temperature.

ROASTED WINTER SQUASH AND APPLE CURRY SOUP

Loosely based on a recipe from "Vegetarian Planet"
by Didi Emmons (The Harvard Common Press, 1997)

3 to 4 cups peeled butternut
squash, cut into 2-inch cubes
1 to 2 onions, peeled and sliced
into large pieces
2 to 3 whole garlic cloves,
peeled
1 to 3 apples, a tart variety if
available, peeled, seeded and cut
into large chunks
1/2 teaspoon dried thyme
1/2 teaspoon powdered ginger
1/2 to 1 teaspoon curry powder
salt and pepper to taste

1 to 2 tablespoons olive oil or
grape seed oil to drizzle on
vegetables
Chicken or vegetable broth
(4 to 6 cups, depending on how
thick you like your soup)
2 teaspoons black or brown
mustard seeds (can be purchased
in an Asian food store)
1 additional tablespoon oil
a few dashes of hot sauce to
taste

Toss the squash, onions, garlic and apples with herbs, salt, pepper and oil. Spread the vegetable mixture in a shallow, large pre-oiled or buttered baking pan. The vegetables should be somewhat spread out, not piled on top of each other. Roast the vegetables at 400°F until soft and starting to caramelize. Place the roasted vegetables in a large soup pot, add chicken broth to cover and use immersion blender to puree the vegetables. Add more broth to reach desired thickness if needed.

In a small frying pan, heat 1 tablespoon oil until hot. Add 2 teaspoons of black mustard seeds, and cover immediately (before they pop all over). Gently shake the pan to spread the seeds and keep them from burning. When the mustard seeds have stopped popping, add them to the soup. Season the soup with hot sauce if desired, and adjust salt, pepper, thyme and other spices.






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School Days

By Nancy Lewis

I owe a lot to the good teachers in my life. An elementary teacher introduced me to classical music. My eighth-grade teacher helped me through a year of social insecurity. I have no talent for foreign languages, but my high school French teacher did such a great job I can still read French. And my high school chemistry teacher started me on the road to my medical technology degree.

But of all my wonderful teachers, three stand out:

Miss Rieger was my very first teacher. My affection for her began on my first day of kindergarten. I lived four blocks from the school, and my parents chose to let me walk to school alone that day. I probably dawdled. When I got to the point where I could see the schoolyard, there were no children in sight. I was late! I ran sobbing into the building. My first in-school memory is of sitting on Miss Rieger's lap, with all my classmates gathered around, as she assured me that it was OK; I wasn't in any trouble.

When we kindergartners graduated to first grade, Miss Rieger went with us and taught the first-and-second-grade class. I never thought of school as work. I magically learned to read. I could do simple addition and subtraction. Miss Rieger made it all easy and exciting. It was the best start in school that a child ever had.

Seventh grade brought me Mrs. Ullery.

Actually, it brought her twice. Not only did she teach me geography at Roosevelt Junior High School, she also was my Sunday school teacher.

As a geography teacher, she was very demanding. We had a quiz every day on the homework from the night before. This was in 1945. The atomic bombs had been dropped, and the Japanese had surrendered at the end of that summer. The maps of a lot of nations were being redrawn, so what we saw in the daily newspapers was nothing like the maps in our geography book, which was 10 years old. It must have been very difficult to teach geography then, but Mrs. Ullery did her best.

Sunday school brought a different kind of strangeness, the language of scripture. The King James Bible was the only version we knew, and we were expected to memorize verses, longer quotations and even whole Psalms. Again Mrs. Ullery was demanding, and again we were fortunate. It's very comforting to me as I grow older to be able to recite those verses if I'm sick or frightened and don't have a Bible handy.

Miss Haessler, who taught me high school English, was frightening.

In her class, when called upon we had to stand up to answer. She expected us to think, not just repeat what we had been taught. Each of us had to be prepared to tell what we thought were the theme and the central idea of every piece of literature that was assigned. We had to diagram sentences on the blackboard in front of everyone. Her senior English class was great preparation for college!

Miss Haessler was the only person I knew who had been to New York and seen plays on Broadway. She would tell us about her experiences, particularly if she had seen plays by authors we were studying. When Laurence Olivier's movie of "Hamlet" came to town, we were all excused from school in order to see it.

Five years ago, I attended the 50th reunion of my high school class. One of my male classmates told me how scared he had been of Miss Haessler and that he had envied my being able to do well in her class.

Mostly my teachers and I got along well, but there were some exceptions. My fifth-grade teacher didn't like me much. I was a late addition to her crowded wartime classroom, and she saw me as one more burden. It didn't help that I had been rather spoiled by my previous teachers.

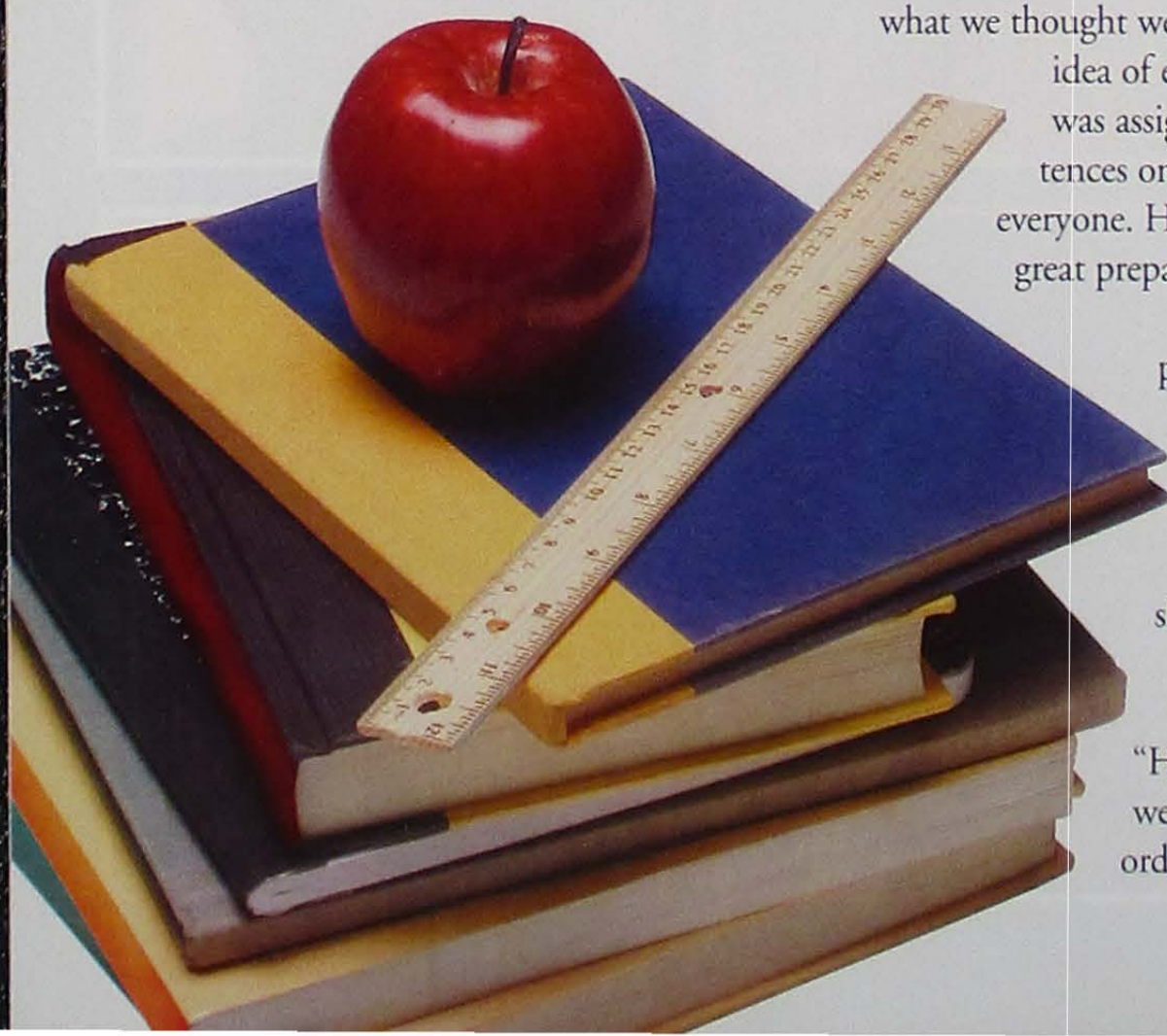
My high school physics teacher thought only boys should take physics. Out of a class of 200 or so senior girls, only three of us were allowed admission to the physics class. (I've often wondered what happened to the other two!)

I wasn't always perfectly behaved. I well remember the day in sixth grade when I had finished my in-class assignment ahead of most of the others. I sat with my hands folded on top of my desk, staring straight ahead, completely still. As my classmates finished their work and became aware of what I was doing, they began to whisper and point at me. My poor teacher couldn't scold me, but she quickly found an activity for all of us!

Some of the teachers had problems with class control. Our junior high music teacher had particular difficulties with our ninth-grade mixed chorus. One day, in the middle of a disrupted rehearsal, she decided that one boy was the source of the trouble, stomped back to where he was sitting and whacked him across the back with a yardstick. The yardstick broke, and all of us laughed loudly. The offending boy was sent to see the principal, where he probably got some more physical punishment, but he was certainly a hero to the rest of us.



Nancy Lewis lives in Ames and can be reached at 233-2874 or nsulewis@hotmail.com.



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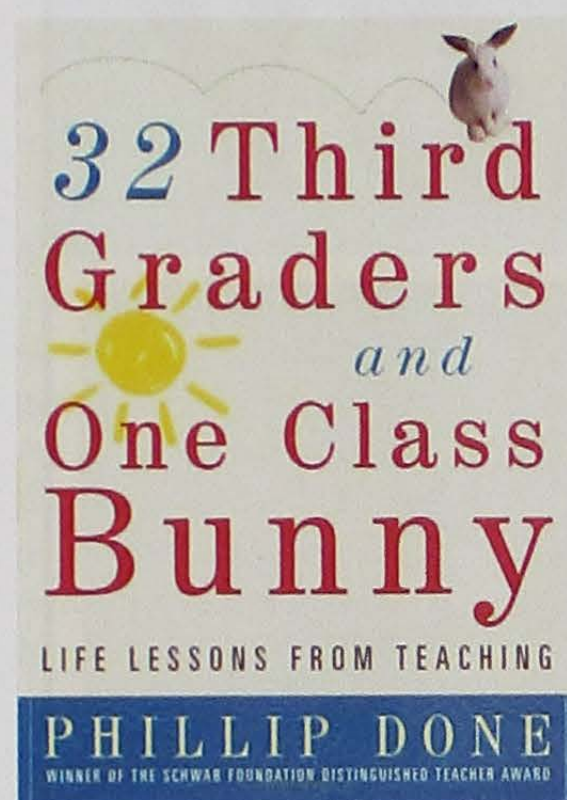
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TOMES *from teachers*

School bells will soon send students and teachers alike back to the books. Along with the usual titles on reading and 'rithmetic, take time to peruse these two starkly different views on the teaching life.

By Marisa Myhre



"32 THIRD GRADERS AND ONE CLASS BUNNY"

by Phillip Done, winner of the Schwab Foundation Distinguished Teacher Award

This fun collection of stories is a quick read, easy to pick up and put down as each story is only a few pages long. Taken together, the stories paint a picture of a complete school year with many tales of other years sprinkled in.

Phillip Done starts with some simple facts, such as the fact that he has corrected 842 spelling tests. He says that as a teacher he prays for things like snow days and Stephen's absence.

He reveals stories of horror from each year provided by the

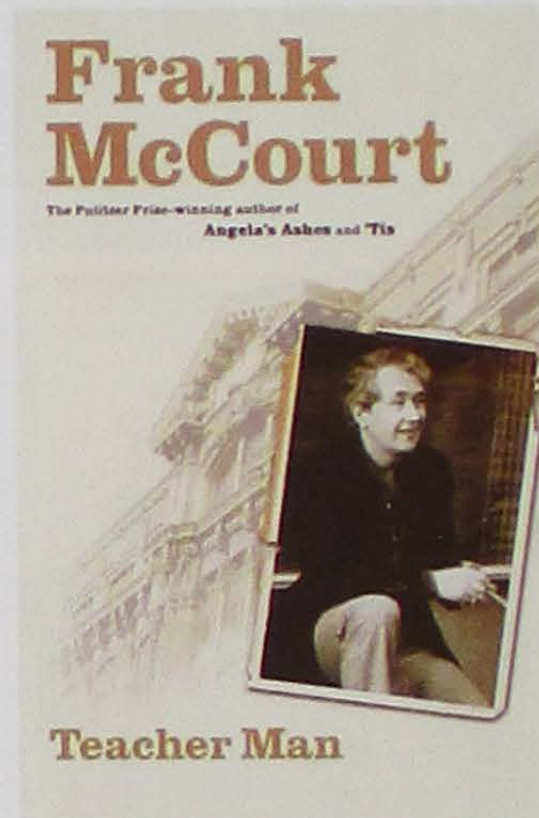
child the year is named after. He recounts many years of children, never forgetting one of collectors, eaters or breakers of rulers.

The book moves in chronological order, offering a product that is as much a manual to teachers as a series of amusing tales. He tells when to stop teaching, such as during fire alarms or amid roving bees. He suggests that any teacher quickly give up the idea of teaching during lightning.

But all these stories of terror don't mean that Mr. Done isn't fond of teaching. When his student teacher is ready to give up, he explains why he's in this profession with an almost religious sense of awe and power: He teaches because he moves the children from not knowing to knowing.

He ends the book with a series of "I know" statements such as "I know you hated it when I called on you in class and your hand was not raised. I wanted to hear your thoughts." He also has a series of questions asking if he has taught them enough.

The story is a lighthearted look at teaching by someone who obviously loves it, a read that's a perfect way to prepare to send the kids back to school.



"TEACHER MAN"

By Frank McCourt

The author of "Angela's Ashes" and "Tis" offers a much heavier message of teaching in "Teacher Man." McCourt says he felt he gave teaching short shrift in "Tis" and wanted to set the record straight.

"There should be a medal for people who survive miserable childhoods and become teachers," McCourt begins, "and I should be first in line for the medal."

McCourt didn't love teaching from the start and never really experienced a long period of time when he was that fond of it. In a desperate effort to keep his teenage students in their seats, he begins telling them stories about his life — stories

about his miserable childhood in Ireland, a list of people he holds responsible, his college days, anything he can say to keep the kids in their seats. He peppers his teaching days with stories of Irish and American history that serve as lessons as well.

McCourt, always an immigrant, connects to the gangs and Mexican students and shares their feelings of hopelessness and futility. And yet he seems to truly wish to teach them and comes up with many creative ways to do it. He has the children write suicide notes to better understand poems. He asks them to write an excuse note from Adam and Eve to God, and ends up with excuse notes from Lucifer as well. He encourages his students to bring instruments into the classroom and has them read recipes.

In the end it's a book full of history lessons, creative ways to teach and a commentary on under-funded schools full of the dregs of society written with McCourt's standard flare. Some hope does come through, but he makes no effort to cheer the reader or show anything in a better light in this look at the harsh realities of a less affluent America.



Marisa Myhre lives and works in Ames. She can be reached at 233-3610 or marisamyhre@hotmail.com.

hue & cry

Definition: Any loud clamor or protest intended to incite others to action.

Better grades for school lunch

By Heidi Marttila-Losure

Let's not dwell on the report cards I used to get in elementary school. Let's focus on how I really stood out from my classmates: I always got high praise for lunch.

I'd have been a member of the Clean Plate Club, if we'd had one, and my teachers noticed that my sister and I did a remarkably good job of eating our vegetables. This was the result of training from home: What was put on our plates was what we had to eat, and no amount of pouting would bring anything else to the table. Since we weren't allowed to be picky eaters, we weren't, and we applied those habits to our school lunches as well.

But I have been doing some reading that makes me wonder whether hearty eating of school lunch is really such a good thing.

First, the nutrition content of that lunch is likely not what children should have for good health. While the U.S. Department of Agriculture has standards for how much fat school lunches are supposed to contain, a study by the USDA's Office of Analysis, Nutrition, and Evaluation says that only 1 percent of schools stay below that limit. And according to a 2003 article by Barry Yeoman in *Mother Jones* magazine, "on any given day, less than 45 percent of the schools serve cooked veg-

etables other than potatoes — which are often prepared in the form of french fries — and less than 10 percent serve legumes, a healthy, low-fat form of protein."

This may be partly due to the National School Lunch Program's other purpose. A significant portion of the ingredients in school lunch are purchased to support commodity agriculture. The USDA buys millions of dollars' worth of farm products each year, thus supporting agribusiness' bottom line, and gives those products to schools, thus supporting the schools' bottom line. It's a win-win situation on economic terms. The problem is that such purchases don't often balance the nutritional value of the food that's donated, which is heavy on meat and cheese, and hence, heavy on fat.

The USDA argues that school lunch has to provide what children are willing to eat it. "The NLSP lunch must compete for the patronage of students in the face of a broad array of alternatives, among which are a la carte offerings, vending machines, and fast food restaurants," according to the USDA's analysis office study. "To attract students, school food service programs must offer foods that students like to eat, which may conflict with the dietary guidelines."

It's certainly true that school

lunch has a lot to compete with, especially since some schools have Taco Bell and Pizza Hut right in the lunchroom. But I don't think schools have to sell out on nutrition to get students to eat their lunches.

Some solutions can be found in the USDA's own literature. The USDA's Food and Vegetable Pilot Program, which provided fresh and dried fruits and fresh vegetables free to children in 107 elementary and secondary schools, was by nearly all accounts — including students — an overwhelming success.

"Many students described improvement in their eating habits, greater willingness to try different fruits and vegetables, or, at the very least, a greater consciousness about eating too much of what they call 'junk' foods," according to a report to Congress on the pilot program. Some principals and teachers reported fewer unhealthy snacks were brought from home, and some parents said their children were asking for more fruits and vegetables at home.

But in this case, the proof is in the pudding — or perhaps I should say the lack of it: "Foodservice staff in one school said they had sold 25 percent fewer doughnuts in the morning since the pilot's inception and 50 percent fewer lunch-time desserts," according to the report. "In another school, mid-

dle school students reported that the sale of candy through the school booster activity had dramatically decreased since the pilot's beginning. While 850 pieces of candy had been sold the week before the pilot started, only 300 had been sold every week since."

This pilot program suggests it's possible that just having healthy snacks available goes a long way in getting kids to eat them.

If healthy school lunches are what you want in your schools, let your food service staffs know, because it's likely your voice can have an effect on their menu planning. (While many of the standards for school lunches come from the federal level, menu-planning decisions are made locally.) The USDA's analysis office study found that of the few schools that were meeting or close to meeting dietary guidelines on fat content, informal community pressure likely was one of the reasons for the healthier meals.

You could bring healthier options to a school lunch near you — and that should make all the moms of aspiring Clean Plate Club members happy.



Heidi Marttila-Losure is editor of *Facets*. She can be reached 232-2161, Ext. 352, or hlosure@amestrib.com.

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